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ABSTRACT

The catalogue contains over 220 entries on curricula, films, slides, manuals, and other materials that have been collected for the training materials file of the data base on child abuse and neglect information. The 53 entries in the first section describe materials available for review and include informative abstracts. Items are arranged by medium (films, filmstrips-tapes, slides-tapes, video materials, training packages, and printed materials), and, within medium, alphabetically by producer or author. Information on each entry usually includes clearinghouse accession number, producer, title, medium, year produced, distributor, abstract, and occupational focus. Identified in the second section are approximately 170 training items which were not available for review. Information on each of these items is limited to producer/author, title, and year produced, and are also arranged first by medium and then alphabetically by producer or author. (SBH)

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CHILD ABUSE AND NEGLECT TRAINING MATERIALS CATALOGUE

FEBRUARY 1977

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INTRODUCTION

The National Center on Child Abuse and Neglect (NCCAN), created by the Child Abuse Prevention and Treatment Act (P.L. 93-247) and located in the Children's Bureau of the Department of Health, Education, and Welfare, acts as the principal focus for federal activity in developing policies, plans, and programs relating to the prevention, identification, and treatment of child abuse and neglect.

Virtually every activity of the National Center, in the performance of its mandate, involves the gathering and dissemination of information. Special emphasis has been focused on gathering information on current research and ongoing programs, as well as laws, public awareness materials, and training materials. This information comprises the data base for a computerized information and retrieval system which is used by the National Center to answer requests for child abuse and neglect information from program planners, policy makers, researchers, and the general public. This edition of *Child Abuse and Neglect Training Materials Catalogue* contains information about curricula, films, slides, manuals, and other materials that have been collected for the training materials file of the data base. These training materials were identified through a variety of sources, and many were donated by child abuse and neglect programs throughout the country.

There are over 220 items identified in this publication, and 53 are described in informative abstracts. Only items which were actually reviewed were abstracted; the others are, nevertheless, included in order to make the listing more complete. The section "How to Use This Catalogue" describes the bibliographic citations and training item identification data.

In its continuing efforts to maintain an up-to-date, comprehensive listing of currently available and actively used training materials, the National Center would like to be notified about training materials that are missing from this edition of *Child Abuse and Neglect Training Materials Catalogue*. Send notifications to:

U.S. Department of Health, Education, and Welfare
Office of Child Development
U.S. Children's Bureau
National Center on Child Abuse and Neglect
P.O. Box 1182
Washington, D.C. 20013

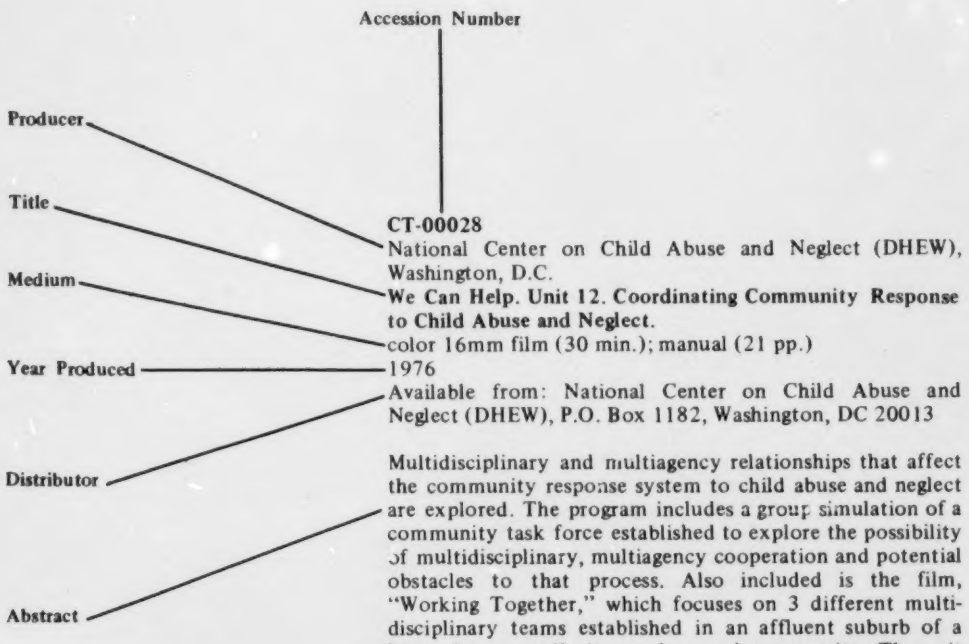
The National Center is also continually seeking actual copies of additional training materials, and welcomes donations of such materials, or their loan for review.

You can help the National Center improve the usefulness of *Child Abuse and Neglect Training Materials Catalogue* by suggesting changes that should appear in future editions or supplements.

Douglas J. Besharov
Director
National Center on Child
Abuse and Neglect

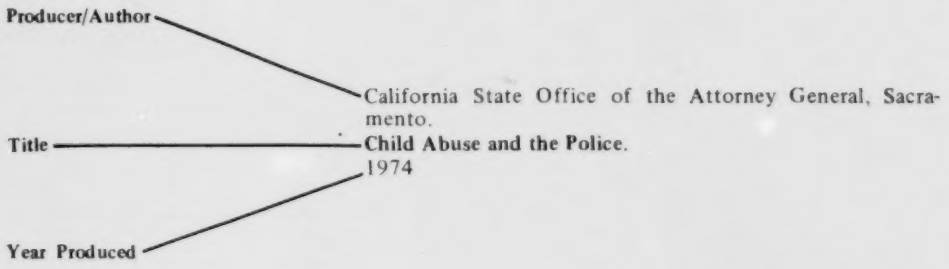
HOW TO USE THIS CATALOGUE

Child Abuse and Neglect Training Materials Catalogue has two major sections. In the first section are descriptions of the 53 training items which were available for review and for which informative abstracts were written. These are arranged by medium and, within medium, by producer or author. Each item in the first section is uniformly identified and described by the elements labeled in the sample below. These items are also listed in sequence by their 5-digit accession numbers.


Accession Number
Producer
Title
Medium
Year Produced
Distributor
Abstract
CT-00028
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 12. Coordinating Community Response to Child Abuse and Neglect.
color 16mm film (30 min.); manual (21 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013
Multidisciplinary and multiagency relationships that affect the community response system to child abuse and neglect are explored. The program includes a group simulation of a community task force established to explore the possibility of multidisciplinary, multiagency cooperation and potential obstacles to that process. Also included is the film, "Working Together," which focuses on 3 different multidisciplinary teams established in an affluent suburb of a large city, a small city, and a rural community The unit ends with a group formulation of plans for multiagency, multidisciplinary cooperation in their own communities. The program is designed to last 4 hours and 25 minutes. For a description of the film, see CT-00017.
Occupational focus: general

The grouping of items in this *Catalogue* corresponds to the print and nonprint media found to be used most often for training materials. Multimedia materials account for a large proportion of the items, however, and a separate category, "Training Packages," is used for these. The descriptions of these packages include, when appropriate, cross-references to other training materials. For example, if a training package uses a film that is described under "Films" in the *Catalogue*, the abstract of the training package will include a cross-reference like the following: "For a description of the film, see CT-00005."

The second section identifies about 170 training items which were not available for review and, therefore, are listed but not described further. Information for each item is limited to that shown below. As in the first section, these items are arranged first by medium and then alphabetically by producer or author within medium.



Many of these will have been reviewed for inclusion and description in subsequent editions of the *Child Abuse and Neglect Training Materials Catalogue*. Further, later editions of the *Catalogue* will include indexes for producers and subjects.

FILMS

CT-00001
Independent Order of Foresters, Solana Beach, Calif.
Fragile: Handle With Care.
color 16mm film (26 min.)
1974
Available from: Independent Order of Foresters, 100 Border Ave., Suite B, Solana Beach, CA 92075
Purchase price: $125; Rental price: free on request

The natural mother of a child abuse victim soliloquizes, alternately admitting guilt and justifying her actions for the injuries which led to the removal of the infant from her custody. The 9-month-old infant sustained brain damage as a result of an alleged accidental fall. Three months later in the care of foster parents, the infant died. General statistical information concerning child abuse is presented, while the stage is set for 2 re-enactments of child abuse incidents. One case is shown from the perspective of a social worker, who is assigned to investigate the circumstances behind the hospitalization of a young boy who was punished excessively. The father, who was responsible for the injuries, rejects the intervention and voices a child-rearing attitude reflective of a brutal upbringing. The same influence on parenting is revealed in the second enactment, which portrays a mother's uncontrolled, violent beating of her daughter. The use of a nonpunitive approach in both instances brings about progress through a realization on the part of the abusive parents of their actions and an improved attitude toward receiving professional help.

Occupational focus: social work, general

CT-00002
Missouri Univ., Columbia.
Presenting the Case.
b&w 16mm film or color ¾" videotape (32 min.)
1975
Available from: University of Missouri, Academic Support Center, 505 E. Stewart Rd., Columbia, MO 65201
Purchase price: information available on request

Proper techniques of testimony by a social worker at a juvenile hearing are analyzed during a simulated custody proceeding involving a case of child abuse. The social worker is exposed to direct examination, cross examination, and redirect examination while the narrator discusses proper and improper ways of answering questions on the stand. Primary emphasis is placed on the avoidance of presenting conjectural information by the social worker; evidence should be held until the worker has been established as an expert witness and, even then, it should not be accusatory. The major points covered and summarized at the end of the presentation are: A social worker should know his role. Calmness is imperative for composing well-thought-out answers. The social worker should know the rules of evidence and remain factual at all times. Rambling answers should be avoided unless they are intended to enhance the petitioner's case. Exaggeration and accusation must be avoided. Evidence and recommendations must be consistent. The limitations placed on the adverse witness during cross examination should be understood, so as not to impair the credibility of the witness.

Occupational focus: social work, law

CT-00003
Mitchell-Gebhardt Film Co., San Francisco, Calif.
Incest: The Victim Nobody Believes.
color 16mm film (20 min.)
1976
Available from: Mitchell-Gebhardt Film Co., 1380 Bush St., San Francisco, CA 94109
Purchase price: $350; Rental price: $40-50 per 3 days

Insight into the immediate and long-term scars of sexual abuse are conveyed in a group discussion among 3 women who were abused in childhood. Each woman discusses the abusive incidents in her life and the accompanying reactions. The dramatic discussion points out the confusion and general helplessness, to which each woman was victim. Despite considerable therapy, the aftereffects still haunt the lives of the victims.

Occupational focus: general

CT-00004
Paulist Productions, Pacific Palisades, Calif.
War of the Eggs.
color or b&w 16mm film (27 min.)
1971
Available from: Paulist Productions, P.O. Box 1057, Pacific Palisades, CA 90272
Purchase price: color, $325; b&w, $160; Rental price: color, $18.95; b&w, $12.95

A young lawyer and his wife pace restlessly in a hospital waiting room. They await word of their 2-year-old son, who has been undergoing physical examination. A hospital psychiatrist enters the room and begins to question the

couple on the circumstances surrounding the injuries, stating that the explanations offered by the parents are inconsistent with the roentgenographic findings. At first, the couple insist that the child fell accidentally; however, repeated but gentle probing by the psychiatrist into the family background of the mother, the state of the couple's marriage, and the couple's concept of child rearing reveals the actual facts behind the injuries, as well as the deep-rooted complexities of their marital discord. After a bitter quarrel with her husband over the burning of the breakfast eggs, the mother had pushed the child down a flight of stairs. The admission of the nonaccidental injury and confrontation of the problems in the presence of the psychiatrist represent an acceptance of responsibility for what has happened to the child and the realization that the couple is in need of help.

Occupational focus: general

FILMSTRIPS-TAPES

CT-00005
Minnesota State Dept. of Public Welfare, St. Paul; Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.
Goodbye Again. Separation Issues in Child Placement.
synchronized color filmstrip-audiocassette (11 min.)
1976
Available from: Minnesota State Dept. of Public Welfare Library, 658 Cedar, St. Paul, MN 55155
Purchase price: $19.50; Rental price: $4.50

Separation as the basic issue in child placement is examined from the perspective of the multi-placed child. Although overcoming the anxieties associated with separation is a normal developmental milestone, young children require particular continuity in relationships with parental figures in order to maintain a sense of security. The filmstrip program dramatizes the effects of separation on a child who has been placed permanently once, as opposed to an older child who has been placed often. The 3 common behavior patterns of a child responding to repeated separations are illustrated; typically, the child undergoes stages characterized by clinging, depression and withdrawal, and misdirected affection. The case of Marlene, a multi-placed child who is unable to form stable relationships with her foster parents, exemplifies the problems involved. A discussion guide is included.

Occupational focus: social work

CT-00006
Minnesota State Dept. of Public Welfare, St. Paul.; Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.
Like a Motherless Child. Toward Understanding Neglecting Parents.
synchronized color filmstrip-audiocassette (12 min.)
1976
Available from: Minnesota State Dept. of Public Welfare Library, 658 Cedar, St. Paul, MN 55155
Purchase price: $19.50; Rental price: $4.50

A dramatization of an interview between a family service worker and a neglectful mother focuses on the development of a positive worker-client relationship. The social service worker explains that the children were removed from the mother's custody because of apparent poor child-care practices. As the conversation progresses, visual close-ups of the individuals show the range of sentiments exhibited by the mother in reaction to interview topics; during the interview she moves from a position characterized by defensiveness and anger, to stages of self-examination and shame, culminating in a final acceptance of the facts and a willingness to receive help. A discussion guide is included.

Occupational focus: social work

CT-00007
Minnesota State Dept. of Public Welfare, St. Paul.; Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.
The Theft of Childhood. Toward Understanding Abusive Parents.
synchronized color filmstrip-audiocassette (15 min.)
1976
Available from: Minnesota State Dept. of Public Welfare Library, 658 Cedar, St. Paul, MN 55155
Purchase price: $19.50; Rental price: $4.50

The story of an abusive father, from infancy to parenthood, follows introductory statements written by Dr. Brandt Steele (National Center for the Prevention and Treatment of Child Abuse and Neglect, Denver). Dr. Steele emphasizes the cyclical, generational aspects of inadequate mothering. The photographic dramatization illustrates several aspects of this phenomenon. An infant is born to an unwed mother who was abused herself. The mother perceives the child as

an object to meet her needs and only meets his needs when they are convenient to her; the infant is, thus, fed and cleaned according to her own whims. As a toddler, the child is perceived as depriving the mother or acting against her. The child is punished and abused for small incidents. As a result of this inconsistency and lack of trust on the part of the mother, the child developed feelings of inadequacy. Because the child had become greatly withdrawn, he did not develop new relationships as he grew up; the few contacts that were made were antagonized by his mother. The cycle begins again when the child grows up, becomes a married man, and has a child of his own. Consequently, the parental expectations for his child are repeated. This attitude eventually leads him to abuse his child when the child fails to meet his needs. The need for effective intervention to save his child is emphasized. A discussion guide is included.

Occupational focus: social work, general

SLIDES-TAPES

CT-00008
District of Columbia Office of the Corporation Counsel, Washington, D.C. Juvenile Div.
The Child Abuse System in the District of Columbia.
synchronized color slides-audiocassette (20 min.)
1976
Available from: Child Abuse and Child Safety Project, Office of the Corporation Counsel, 410 E St., N.W., Washington, DC 20001

An overview of child abuse and neglect as it affects the District of Columbia covers general aspects of the problem and how the District of Columbia handles it. The second segment is a dramatization of an admission to the hospital and the case is followed to the final court disposition. Several pauses are provided for discussion. The presentation begins with photographs of brutalized children and a discussion of incidence in the U.S. and D.C. Approximately 60% of the cases which go unreported involve recidivism. Photographs of multiproblem child rearing situations are accompanied by a discussion of the problems which face abusive parents. Common injuries are depicted. A case demonstration begins with parents who bring their burned daughter to the hospital and give a misleading explanation for the injuries. The pediatrician reports the case to the Youth Division of the Metropolitan Police, which interviews the parents and investigates the case further. The following day the court places a hold on the child while the court probation worker investigates further and, subsequently, recommends the filing of a petition to remove the child from home until the family situation can be improved. A trial, a dispositional hearing, follow-up hearings, and a discussion of court powers follow. The use of the stipulation or pretrial settlement is also covered.

Occupational focus: general

CT-00009
Texas State Dept. of Public Welfare, Austin.
A Simple Child.
synchronized color slides-audiocassette (13 min.)
1974
Available from: Texas State Dept. of Public Welfare, Educational Media Production Section, John H. Reagan Bldg., Austin, TX 78701
Purchase price: $25

An overview of the child abuse and neglect problem in Texas and steps taken to redress the problem is presented. Sample cases of physical abuse, sexual abuse, and neglect are depicted, while statistics from the Texas State Department of Welfare's records are reported. The need for active involvement by neighbors and other concerned citizens is emphasized. Behavior patterns in abusive parents and abused children are illustrated. Operation of the state reporting hot line and the Child Abuse and Neglect Reporting Inquiry System (CANRIS) is demonstrated via sample calls from neighbors, concerned citizens, and physicians. Texas child abuse laws are presented along with the legal definition of abuse and penalties for failure to report suspected abuse or neglect. Community efforts at prevention and treatment, as embodied in the development of parenting classes and self-help groups such as Parents Anonymous, reemphasize the need for public involvement.

Occupational focus: general

CT-00010
Texas State Dept. of Public Welfare, Austin.
The Wednesday Children.
synchronized color slides-audiocassette (14 min.)
1974
Available from: Texas State Dept. of Public Welfare, Educational Media Production Section, John H. Reagan Bldg., Austin, TX 78701
Purchase price: $25

Various forms of child abuse including poisoning, exposure, confinement, and exploitation are depicted and discussed in a general manner. Emphasis is placed on acquainting the audience with the prevalence of the problem, the various types of abuse, reporting procedures, and legal aspects. The narrative explains the State Department of Welfare's efforts at alleviating the problem, its new procedures, and its newly created offices.

Occupational focus: general

VIDEO MATERIALS

CT-00011
Cornell Univ., Ithaca, N.Y. Family Life Development Center.
Child Abuse: A Total Treatment Perspective.
color ¾" videocassette or color 2", 1", or ½" videotape (28 min.)
1976
Available from: Cornell Univ., Educational Television Center, MVR Hall, Ithaca, NY 14853
Rental price: ¾" videocassette, $12 per week; 2" videotape, $40 per week; 1" videotape, $30 per week; ½" videotape, $15 per week

A simulation of the third meeting between the child abuse team of Onondaga County, N.Y. and 2 parents whose child has been removed from home is presented. The case is currently adjourned in contemplation of dismissal; however, the mother and stepfather are expecting another baby. The child had a history of failure to thrive but was removed after being treated for physical injuries. Involved in the case are a child protective service worker, a psychiatrist, a public health nurse, and a parent aide. Each has a specific role in involving the parents in therapy. The team makes an active effort to resolve the couple's problems, which include the stepfather's inability to find employment and the mother's transportation problems, in addition to their interpersonal problems with the child. The videotape shows a classic pattern of child-abusing parents and demonstrates how to deal with volatile personalities. Emphasis is placed on the importance of the parents' involvement with the team. Their presence holds both the family and the professionals accountable for their participation in the total treatment plan. A discussion guide is available with the tape to enhance discussion of the coordination aspects and roles involved in the presentation.

Occupational focus: general

CT-00012
National Center for the Prevention and Treatment of Child Abuse and Neglect, Denver, Colo.
Acute Phase, Consulting Pediatrician.
b&w ¾" videocassette or b&w ½" videotape (20 min.)
date unknown
Available from: Mike Williams Associates, P.O. Box 564, Manhattan Beach, CA 90226
Purchase price: $39; Rental price: $10 per week

An interview between a pediatrician (Dr. C. H. Kempe) and the depressed, anxious mother of an injured child demonstrates techniques used to uncover significant information for the possible diagnosis of child battering. Recent experiences related by the parents can indicate the presence of stress in the family and the lack of social and emotional resources for dealing with it. Marital stress, social isolation, and a baby which is seen by the parents as fussy and demanding indicate an increased risk of child abuse. The pediatrician, who interviews the parents, is also responsible for initiating various medical tests including long bone survey, x-ray scan, and angiography. The risk of suicide must be considered in dealing with a depressed parent whose child has been admitted to the hospital with possible nonaccidental injuries.

Occupational focus: medicine

CT-00013
National Center for the Prevention and Treatment of Child Abuse and Neglect, Denver, Colo.
Mother-Infant Interaction.
b&w ¾" videocassette or b&w 16mm film (35 min.)
date unknown
Available from: Mike Williams Associates, P.O.Box 564, Manhattan Beach, CA 90226
Purchase price: videocassette, $39; 16mm film, $80. Rental price: $10 per week

Seven mothers are shown when they are first introduced to their newborn in the delivery room; initial interactions of the mother and infant are recorded. Each of the 7 mothers display different levels of competence in establishing a sound mother-infant relationship. One of the more poignant moments in the film involves a young unwed mother whose initial reactions are unenthusiastic. The supportive assistance given to the young woman by the obstetric personnel is expected to lay a foundation for a healthy mother-infant involvement. This presentation offers one technique for the early identification of behavior which may lead to problems between the mother and child.

Occupational focus: medicine, general

CT-00014
Denver Community Coll., Colo.
Competency C.A.N. Child Abuse-Neglect: Child Development Associate Curriculum.
Pinar, E. S.
4 audiocassettes (60 min.); 2 color 16mm films (40 min ; 22 min.); manual (145 pp.); 45 color slides
1975
Available from: Kris Heinrichs, SEMBCS, P.O. Box 1198, Englewood, CO 80110

A training manual and 4 audiocassettes are incorporated into a program designed to present a broad overview of the problem of child abuse and neglect. The narration presents topics such as the understanding of the problem, parental rights, children's rights, types of neglect and abuse, forfeiture of a child's custody, the role of the teacher, and current trends in coping with abuse and neglect. The manual is structured with notes covering main ideas and self-administered quizzes, as well as discussion topics. An additional cassette is included for use with a slide presentation, "Child Abuse–Physical Evidence" which concentrates on the clinical manifestations of abuse and neglect. Two 16mm films, "Children, a Case of Neglect" and "Children in Peril," are recommended for use with the program. A selected annotated bibliography is included in the manual.

Occupational focus: social work, medicine, education, general

CT-00015
Education Development Center, Inc., Newton, Mass.
Exploring Childhood, Module 3: Family and Society Under Stress: Keeping Children Safe.
color 16mm film, (10 min.); record; booklet (24 pp.); manual (50 pp.)
1974
Purchase available from: Kathleen Maurer Horani, Exploring Childhood EDC–School and Society Programs, 55 Chapel St., Newton, MA 02160; Rental available from: EDC Distribution Center, 39 Chapel St., Newton, MA 02160
Purchase price: 16mm film, $121; record, $4; booklet, $2.30; manual, $4.00

Part of a module from a curriculum developed to teach junior and senior high school students about child development emphasizes the role which stress plays in precipitating instances of child abuse.

The opening record, "A Case of Family Stress," presents a conversation between a mother, a doctor, and a caseworker. The mother has 2 hemophiliac sons and a young daughter. Her inability to cope with the pressures of daily life is discussed in the light of her past role as an abusing mother. The effects of upbringing, everyday affairs, and the manner in which she is overcoming destructive pressures are explored.

A trainee's booklet and a teacher's manual carry the consideration of the record into greater depth. The transcript of the conversation and suggested discussion topics are included in the teacher's edition. Further instances of stressful situations which require help from outside parties are illustrated and the proximity of such incidents is discussed in relation to their everyday occurrence in the lives of the audience. Accident and injury prevention for young children and the responsibility of society to help victims of stress are explored. The stage is set for a film dealing with stress at the field site, where students interact with young children while experiencing stressful situations.

The film, "Broken Eggs," depicts an unhappy incident at a preschool, when the children flout the authority of an older student guide who attempts to teach them about eggs. The children carelessly handle eggs which the student went to great lengths to borrow. As a result, the student becomes very upset and, subsequently, runs from the classroom. Later in the afternoon, she returns to the classroom and discusses the incident with the teacher and the children.

Occupational focus: general

CT-00016
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. A Curriculum on the Identification, Reporting, Referral and Case Management of Child Abuse and Neglect.
curriculum (16 units)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

A comprehensive course of study on child abuse and neglect consists of a 12-unit core curriculum for uni- or multidisciplinary training audiences, and a 4-unit specialized curriculum for social workers, medical and health professionals, educators, and law enforcement professionals. The core curriculum, designed to last approximately 35 hours, consists of 2 sequences: the identification sequence and the community response sequence. The identification units examine each type of

maltreatment; the social, familial, and personal factors that contribute to abuse and neglect; and various legal and operational definitions that promote identification. The community response units examine procedures for responding to suspected cases of child abuse and neglect. The roles of various community agencies, including the courts, are explored. Attitudes and feelings of the trainees and the various groups that become involved are also examined in both sequences. Each specialized curriculum unit may be used independently and was designed to train professionals in the particular skills required in their field to identify, report, refer, and manage cases of child abuse and neglect. Each unit in both parts of the curriculum consists of a manual for the trainer that describes or provides, all the necessary elements to conduct the unit. Objectives are outlined clearly. Nineteen films and filmstrips are utilized throughout the curriculum. These and the entire curriculum are listed and described in an introductory booklet to the trainer's manual.

Occupational focus: social work, mental health medicine, education, law, law enforcement, general

CT-00017
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 1. Introduction to the Curriculum.
color 16mm film (30 min.); manual (16 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

Guidelines for conducting activities designed to establish the learning climate and explain the structure, content, and processes of a curriculum on child abuse and neglect are presented. Activities include a large group meeting, group interchange with the trainer, an experiential exercise to acquaint the trainees with each other, 2 lectures, and a film. The first lecture explains the objectives of the program and the second presents an overview of the problem of child abuse and neglect, which includes topics such as: the needs of children; definitions of child abuse and neglect; abusive or neglectful individuals; institutional abuse; and the incidence and sequelae of child abuse and neglect. The intended length of this program is 2 hours and 40 minutes.

The film, "Working Together," depicts members of multidisciplinary teams or councils in 3 different communities addressing the benefits of using the multidisciplinary approach to child abuse and neglect case management. Representing community teams in San Diego County, Calif., Saline County, Kans., and Montgomery County, Md., the speakers discuss how teams: (1) offer easy consultation and expertise on child abuse or neglect situations before and after court involvement; (2) consider and identify gaps in services; (3) promote the involvement of more people; (4) initiate better uses of local resources; and (5) stimulate intergovernmental efforts. Multidisciplinary teams are particularly efficient in dissemination of relevant case information and referrals.

Occupational focus: general

CT-00018
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 2. Introduction to the Identification Sequence.
manual (14 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

An overview of the 4 units that comprise the identification sequence of the curriculum is presented via 2 lectures. The sequence comprises units on physical abuse, neglect, emotional maltreatment, and sexual abuse. The first lecture summarizes the goals and objectives of the sequence, the forms of child abuse and neglect, the components of identification, and problems involved in identification. The second lecture-discussion outlines the various definitions of child abuse and neglect and the functions which these definitions were formulated to serve. Lecture outlines and resource papers are provided for each lecture. This unit is designed to take 40 minutes and should precede the units it describes.

Occupational focus: general

CT-00019
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 3. Identifying the Physically Abused Child.
color 16mm film (30 min.); 2 synchronized color filmstrip-audiocassettes (13 min.; 14 min.); manual (29 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

An overview of physical abuse includes discussions of physical and behavioral indicators, social, familial, personal causes, and precipitating factors. Trainees are encouraged to identify and share their feelings about abused children and abusive parents while participating in a small group exercise in which a case history is analyzed. Designed to take approximately 5 hours, this program includes the presentation of 2 filmstrips, a 16mm film, and several small and large group discussions. Resource materials are provided.

The filmstrip-audiocassette, "Physical Abuse: What Behavior Can Tell Us" (14 min.), depicts and describes behavioral signs of child abuse. Symptoms of severe abuse include introversion, extreme passivity, shyness, and fearfulness. The severely abused child tries, if at all possible, to meet his parents demands in order to avoid being hurt. The less severely abused child's needs are met infrequently by his parents, thus causing much frustration when they are not. The child in this category will often be aggressive, hyperactive, and frustrated. Acting out is common. Many children exhibit both types of behavior; extreme behavior should be noted. Abusive parents might be tense, not pleased with the child, apathetic, or overly dependent on the child.

The filmstrip-audiocassette, "Physical Indicators of Abuse, Signs of Alert" (13 min.), presents and describes actual photographs, x-rays, and illustrations of common injuries found in physically abused children. Common signs of abuse depicted include bruises, burns, abrasions, and lacerations. Metaphyseal and spiral fractures are common in addition to epiphyseal separation and periosteal inflammation. Subdural and retinal hematomas are common results of hair pulling and violent shaking. Internal injuries resulting from strong blows and kicks are described and depicted. Frequently when physical abuse is involved, these injuries are presented with inaccurate or no explanation by the parents.

The 16mm film, "Abusive Parents," includes excerpts from a panel discussion by 4 women incarcerated at the California Institution for Women for crimes involving child abuse. The discussion is followed by an interview with Elsa Ten Broeck, founder and former director of a therapeutic day care center for abused children and their families. The interview covers the social context of abuse, personal and family dynamics that may contribute to abuse, and a generic profile of abusers.

Occupational focus: general

CT-00020
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 4. Identifying the Neglected Child.
synchronized color filmstrip-audiocassette (12 min.); manual (41 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

A unit on child neglect covers physical and behavioral indicators, trainee's attitudes toward neglected children and neglectful parents or caretakers, and the difficulties of conclusively identifying suspected cases. Activities involved in this unit include a lecture on definitions of neglect, a filmstrip and discussion, and analysis and discussion of 4 case histories. The program is intended to last 4 hours and 35 minutes.

The filmstrip-audiocassette, "Identifying Neglect: Before It's Too Late," depicts various signs of neglect accompanied by a narration which begins by pointing out that neglect occurs when a child's basic needs are not met by his parents. Persons who are in doubt as to whether a child has been neglected should note whether the child's health is threatened and whether help has been offered and refused. Typical signs of child neglect include abandonment, lack of preventive health care, inadequate supervision (especially of infants), inadequate and unclean clothing, the failure to thrive syndrome, bad parent-child relations, and unsafe shelter. Most reported cases of neglect are among the poor but the problem occurs at all income levels, and cultural differences must be taken into account when assessing a possible neglect situation. Poverty and family crises are definitely causative factors.

Occupational focus: general

CT-00021
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 5. Identifying the Emotionally Maltreated Child.
manual (11 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

An examination of emotional maltreatment of children covers legal definitions, types of parental behaviors that could constitute emotional maltreatment, and some of the problems inherent in identifying and intervening in suspected cases. The need for professionals to distinguish between emotional maltreatment, as a reportable act, and instances of ineffective parenting is emphasized. Activities involved in this unit include a lecture followed by a brainstorming session and discussion. The program is designed to last 2 hours.

Occupational focus: general

CT-00022
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 6. Identifying the Sexually Abused Child.
color 16mm film (25 min.); manual (19 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

A program on intrafamily sexual abuse of children covers physical and behavioral indicators, underlying family dynamics, and society's response to the problem. Trainees explore and compare their feelings toward both the victims and the perpetrators. Activities include a film on the problem, a supplemental lecture, and small group analysis of a case history. The program is designed to last 3 hours and 40 minutes.

The film, "Sexual Abuse," provides an overview of intrafamily sexual abuse of children, which includes definitions of the problem, common myths, physical and behavioral indicators, family dynamics, and different approaches to the problem. Raylene Devine (Children's Hospital Medical Center, Washington, D.C.), Henry Giaretto (Santa Clara County Sexual Abuse Program, San Jose, Calif.), and Betty Stovall (Detroit Children's Aid Society) discuss the problem and their approaches to it. Family conservation is the goal of all treatment, where possible. Dr. Devine describes intake procedures at

Children's Hospital and the necessary components for a medical diagnosis of the problem. To demonstrate proper interviewing techniques by the admitting physician and the police, a role play is performed by members of the Children's Hospital staff and the D.C. Metropolitan Police; interviews of the parents and child involved in a sexual abuse case are conducted. Minimizing the trauma for the child is the primary goal in such interviews.

Occupational focus: general

CT-00023
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 7. Introduction to the Community Response Sequence.
manual (12 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

An introduction to the community response segment of the curriculum provides an overview of: the reporting of child abuse and neglect, investigating, case planning and referral, the role of the courts, and coordinating community resources. A discussion of the need for multidisciplinary cooperation in responding to child abuse and neglect cases follows. Specific activities involve 2 lectures and a brainstorming session. This program lasts approximately 70 minutes.

Occupational focus: general

CT-00024
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 8. Reporting Child Abuse and Neglect.
synchronized color filmstrip-audiocassette (15 min.); manual (29 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

State reporting laws, the local procedures for reporting and responding to reports, and the major issues involved in the reluctance of some professionals to report are examined. Activities include a filmstrip and discussion, a lecture and discussion, and a panel discussion or small group discussion. The panel discussion is designed to be used for a single-discipline audience while the group discussion is designed for a multidisciplinary audience. Clarification of the response system in the trainees' community is emphasized. This program lasts approximately 3 hours.

The filmstrip-audiocassette, "Issues in Reporting Child Abuse and Neglect," presents a discussion of the effectiveness of child abuse and neglect reporting laws and a variety of reasons why child care professionals may be reluctant to report cases. Interviews with Monrad Paulsen, Judge James Delaney (Adams County Court, Colo.), Talcott Bates (American Academy of Pediatrics), Elsa Ten Broeck, Judge S. White (Juvenile Court of Cook County, Ill.), Evelyn Blanchard (University of Washington), Uruyuana Trinidad (Extended Family Center, San Francisco), and Jackie Howell (Los Angeles Police Dept.) suggest ways of minimizing reporting resistance and improving the system. The origin, purpose, and basic provisions of reporting laws are briefly described.

Occupational focus: general

CT-00025
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 9. Investigating Child Abuse and Neglect.
color 16mm film (28 min.); manual (23 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

Investigation is defined and described from the different professional perspectives. The 3 aims of an investigation are to (1) determine if abuse or neglect is occurring; (2) determine whether the child is at risk in the home; and (3) determine whether the risk is serious enough to warrant immediate intervention. The methods of accomplishing an investigation are reviewed. Specific activities include a lecture and discussion and a film and discussion. The program is intended to last 2 hours and 40 minutes.

In the film, "Investigating Reports of Child Abuse and Neglect," an incident of suspected physical abuse and an incident in which 2 children were left unsupervised are dramatized. The first dramatization shows a physician diagnosing a case of suspected abuse, interviewing the mother, and reporting the case to the protective services authorities. The case is then followed up with a home visit by a child protective service worker, who conducts a nonpunitive investigatory interview. The segment ends with the protective service worker describing her role. Client cultural differences are emphasized. In the second part of the film, Barbara Pruitt of the Los Angeles Child Abuse and Neglect Team discusses police investigations, and is followed by a simple dramatization of police investigating a report of children left unsupervised. The policemen involved discuss their roles as investigators.

Occupational focus: general

CT-00026
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 10. Case Planning and Referral.
synchronized color filmstrip-audiocassette (15 min.); manual (24 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

The third phase of the community response to cases of child abuse and neglect, case planning and referral, is examined. A lecture and a filmstrip introduce the unit and describe the components of case planning and referral: assessment, treatment planning, and case monitoring or management. In a role play, trainees experience the process of multidisciplinary team approach to case planning for a physically abusive family. Following the role play, trainees explore the contributions of each type of professional on a multidisciplinary child abuse and neglect team. The unit requires 3 hours and 20 minutes.

Presented in the filmstrip, "Case Planning and Referral," are the major components of case planning, from both the family's and professional's point of view. A case history is demonstrated as it progresses through needs assessment, treatment planning, implementation and referral, and case monitoring. The importance of differentiation between problems and needs is stressed, along with the need for consultation, case conferencing, and whole family involvement. Assessment of the agency that will treat the family's problems is also emphasized. Follow-up of the family and the agency's service effectiveness is another important duty of the caseworker.

Occupational focus: social work, general

CT-00027
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 11. The Role of the Courts.
manual (40 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

An overview of the functions and purposes of criminal and juvenile courts as they pertain to child abuse and neglect cases is presented. An introductory lecture sets forth and contrasts the general purposes and functions of criminal and juvenile courts including the advantages and disadvantages of each for child abuse cases. Trainees discuss their attitudes concerning the roles of these 2 court systems in child abuse and neglect cases. A guest lecturer, following a specified outline, spells out specific procedures for handling a case of suspected abuse or neglect in the trainee's juvenile court system (from the initial petition to the termination of a case). A description of the role of the various participants in the court process is included. A glossary of selected legal terms, which should be amended by the guest lecturer to conform with local terminology, is provided for each trainee. The approximate length of this unit is 2 hours.

Occupational focus: general

CT-00028
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 12. Coordinating Community Response to Child Abuse and Neglect.
color 16mm film (30 min.); manual (21 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

Multidisciplinary and multiagency relationships that affect the community response system to child abuse and neglect are explored. The program includes a group simulation of a community task force established to explore the possibility of multidisciplinary, multiagency cooperation and potential obstacles to that process. Also included is the film, "Working Together," which focuses on 3 different multidisciplinary teams established in an affluent suburb of a large city, a small city, and a rural community. The unit ends with a group formulation of plans for multiagency, multidisciplinary cooperation in their own communities. The program is designed to last 4 hours and 25 minutes. For a description of the film, see CT-00017.

Occupational focus: general

CT-00029
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 13. Specialized Training for Social Work Professionals.
b&w 16mm film (32 min.); manual (193 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

A program is presented which increases the social work professional's knowledge of and skills in the process of investigation, the legal issues in child abuse and neglect, the process of social assessment, and the process of case planning; in addition, it helps trainees clarify their roles as social workers. The program consists of modules. Module 1 describes the investigation process. Trainees discuss a case report, act out an initial interview, assess the case investigation, and make a case decision. Module 2 presents information concerning: the court system; the functions of and participants in juvenile court; value conflicts between social service agencies and the courts; and preparation for a trial. A film, entitled "Presenting the Case," gives information on how to testify in court. Module 3 explores social assessment, the process of gathering and evaluating information needed about an

abusive or neglectful family to determine the child's continuing safety in the home; family strengths and problems on which treatment can be based are discussed. Two lectures present information on the purpose of a social assessment and how to prepare an assessment report. A sample case is presented to simulate experiences for the trainees. The need to include the family in all aspects of assessment as active participants, rather than passive observers, is emphasized. Module 4 examines the process of case planning including development of a treatment plan and monitoring the progress of a case in treatment. Activities which are used enable trainees to develop a hypothetical treatment plan and to monitor the plan to meet hypothetical case situations. The entire unit requires 19 hours and 35 minutes. For a description of the film, see CT-00002.

Occupational focus: social work

CT-00030
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 14. Specialized Training for Medical and Health Professionals. Module 1. The Diagnosis of Child Abuse and Neglect.
5 color synchronized filmstrip-audiocassettes (Part 1-2, 22 min.; Part 3, 17 min.; Part 4, 13 min.; Part 5, 15 min.); manual (31 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

This module presents the medical indicators to be aware of in diagnosing child abuse and neglect, the special factors associated with diagnosing different types and effects of maltreatment, and some procedures to be used in developing a plan for making a final diagnosis of abuse or neglect. Trainees practice using the medical indicators and planning procedures in developing a case study diagnosis. The module, which requires 4 hours and 20 minutes to present, includes a glossary of medical terms and a 5-part filmstrip-audiocassette series, "Medical Indicators of Child Abuse and Neglect."

"Part 1: Skin Trauma" and "Part 2: Internal Injuries" are on the same filmstrip. In Part 1 a physical examination of a child by Calvin Sia (Hawaii Family Stress Center, Honolulu) is depicted while a narrator and Dr. Sia discuss aspects of child abuse diagnosis and, specifically, skin trauma. Several common types of skin trauma are shown and described; the physician's responsibility to follow through is emphasized.

In Part 2, Robert Ten Bensel (Dept. of Pediatrics, University of Minnesota) and a narrator discuss the critical threat of abdominal or internal injuries while photographs and medical illustrations are shown and described. Such injuries are usually the result of striking or kicking by the parent or guardian. Presenting symptoms are described for abdominal injuries, eye injuries, and brain injuries. The importance of good evidence via photographs and x-rays, and noting discrepancies in explanations is emphasized.

In "Part 3: Skeletal Injuries," a narrator and Fred Van Natta (Children's Hospital, Oakland, Calif.) illustrate the utility of x-rays in determining abuse. Metaphyseal, epiphyseal, and periosteal injuries are shown and described as the most common skeletal injuries. Phases of fracture healing are depicted along with aberrations that result from multiple fracturing. Several symptoms of organic diseases which might be confused with symptoms of abuse are briefly covered.

"Part 4: Neglect" presents photographs of children living under poor, inadequate conditions and discusses child neglect and how the physician may recognize it. James Apthorp (Children's Hospital, Los Angeles) describes malnourishment and the failure to thrive syndrome; appropriate treatment protocols are outlined. The visual signs of emotional deprivation are shown in an infant. The metabolic consequences provide strong evidence of the similarities between the effects of organic and psychogenic origin.

In "Part 5: Sexual Abuse," Raylene Devine (Children's Hospital, Washington, D.C.) describes the clinical manifestations of sexual abuse. The physical examination of a sexual abuse victim requires knowledgeable handling, understanding, and special sensitivity. Recommended procedures for performing the examination are outlined.

Occupational focus: medicine

CT-00031
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 14. Specialized Training for Medical and Health Professionals. Module 2. The Medical Interview.
color 16mm film (35 min.); manual (16 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

This module describes the importance of the medical interview in cases of suspected child abuse and neglect, outlines the content of the medical interview as the basis for further investigation, interventions and treatment, and presents general guidelines concerning the process and style of interviewing in such cases. The module, which takes 55-90 minutes to present, includes resource papers and outlines for a lecture on medical interviewing and a film.

"The Interview" presents an actual interview between the parent of a suspected abused child and a physician. Important interviewing principles and an outline of one approach to gathering important medical, social, and psychological information for assessing and conducting a treatment plan are presented.

Occupational focus: medicine

CT-00032
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 14. Specialized Training for Medical and Health Professionals. Module 3. Observing the Behaviors of Children and Parents.
color filmstrip (20 min.); manual (7 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

This module describes how observation of the behavior of parents and children in suspected cases of child abuse and neglect can provide corroborative evidence. The module includes resources for a lecture and a filmstrip of 6 slides of behaviors which test the trainee's perceptive skills. The vignettes include scenes of a mother and child at home, children at a day care center, a mother leaving a child, a teacher and child, and a mother and child at a department store. Each vignette is meant to suggest an abusive or neglecting situation to the trainees. The intended length of the module is 65 minutes.

Occupational focus: medicine

CT-00033
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 14. Specialized Training for Medical and Health Professionals. Module 4. Case Planning.
manual (64 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

This module describes the case planning process, with emphasis on the assessment and treatment planning phases. A sample child abuse case is used in a lecture demonstration to teach trainees the process of developing assessment and treatment matrices. Trainees work in small groups to complete the process based on the case materials. Resources for lectures and discussions, an assessment exercise, and a treatment planning exercise include resource papers, problem identification notes and questions, case materials, and handouts. The suggested time for presenting the module is 4 hours.

Occupational focus: medicine

CT-00034
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 14. Specialized Training for Medical and Health Professionals. Module 5. Case Monitoring.
manual (20 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

This module describes the last phase of the case planning process, the case monitoring process. It identifies how case monitoring can be used to evaluate and improve the effectiveness of treatment and provide on-going reassessment of treatment goals. The role of the medical or health professional in this phase of case planning is examined through small-group case analysis with the same case used in the assessment and treatment planning phases. The module contains resource materials for a lecture on case monitoring and notes on which to base an evaluation of a treatment plan. The suggested time for the module is 2 hours.

Occupational focus: medicine

CT-00035
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 14. Specialized Training for Medical and Health Professionals. Module 6. The Legal Context of Child Abuse and Neglect.
synchronized color filmstrip-audiocassette (15 min.); manual (20 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

Three areas of the law relating to child abuse and neglect are examined in this module: (1) reporting laws, (2) criminal laws, and (3) juvenile laws. Through a lecture, filmstrip, and discussion, information is presented on the content and purpose of these laws, with a special focus on the reporting law and the physician's and nurse's attitudes toward reporting. Background information to the role of the criminal and juvenile court is also presented. Resource materials are included for a lecture on the legal context of child abuse and neglect. The suggested length of this module is 65 minutes. For a description of the filmstrip, "Issues in Reporting Child Abuse and Neglect," see CT-00024.

Occupational focus: medicine

CT-00036
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 14. Specialized Training for Medical and Health Professionals. Module 7. The Medical Witness in Court.
color 16mm film (35 min.); manual (11 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

This module includes a film and discussion of the physician's role as an expert witness in a child abuse case. Resources include a guide for a discussion of the film, which can be led by the trainer, a local attorney, or a juvenile court judge. The suggested length of the module is 55-90 minutes.

The film, "The Medical Witness," portrays a physician carrying out the various functions involved in testifying as an expert medical witness in a juvenile court child abuse case. The doctor is shown in a pre-trial interview with the county attorney assigned to present the case in court, and later as an expert witness at the adjudicatory hearing. A narrator highlights the main points made by the film's dramatizations.

Occupational focus: medicine

CT-00037
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 15. Specialized Training for Educators.
synchronized color filmstrip-audiocassette (15 min.); manual (65 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

The feelings that may affect an educator's willingness to become involved in cases of suspected abuse or neglect are explored. Major aspects covered are physical and behavioral indicators of child maltreatment that an educator is likely to observe; the critical elements of policies and procedures for school districts in suspected cases of abuse and neglect; key points to know when interviewing children who may be abused or neglected; and the roles, beyond reporting, that educators can play in abuse or neglect cases. The program takes approximately 5 hours.

The filmstrip, "Child Abuse and Neglect: What the Educator Sees," presents physical and behavioral indicators of abuse and neglect which children are likely to display in a school setting. Teachers and other educators have a unique vantage point for identifying and responding to abused and neglected children. Physical signs of child abuse which should promote suspicion in the educator include bruises, burns, bites, or any unusual marks. Signs of suspected neglect such as unsuitable clothing, poor hygiene, hunger, or sleepiness are depicted. Behavioral indicators such as frequent tardiness, extreme behavior, aggressiveness, passivity, or erratic behavior are presented. All of these signs are merely suggestions of the problem and must be further investigated. The problem of sexual abuse is also briefly discussed.

Occupational focus: education

CT-00038
National Center on Child Abuse and Neglect (DHEW), Washington, D.C.
We Can Help. Unit 16. Specialized Training for Law Enforcement Professionals.
2 color 16mm films (30 min.; 28 min.); 4 synchronized color filmstrip-audiocassettes (13 min.; 14 min.; 12 min.; 15 min.); manual (138 pp.)
1976
Available from: National Center on Child Abuse and Neglect (DHEW), P.O. Box 1182, Washington, DC 20013

This program is divided into 3 modules. Module 1 presents information about the legal context of child abuse and neglect and also describes the social service approach to problems of child abuse and neglect. Presentations cover the responsibilities of law enforcement, definitions of child abuse and neglect, reporting laws, the juvenile court approach, criminal child abuse and neglect laws, and the child protective service approach to child abuse and neglect cases. The film, "Abusive Parents," is shown and followed by a discussion of the propriety of criminal prosecutions (For a description of the film, see CT-00019). Trainee attitudes toward the social service approach are explored. Module 2 involves viewing and discussing 4 filmstrips on the identification of child abuse and neglect: "Physical Indicators of Abuse, Signs of Alert" (CT-00019); "Physical Abuse: What Behavior Can Tell Us" (CT-00019); "Identifying Neglect: Before It's Too Late" (CT-00020); and "Medical Indicators of Child Abuse and Neglect: Part 5. Sexual Abuse" (CT-00030). In a separate activity, trainees explore their attitudes toward abusive and neglectful parents and abused and neglected children. Module 3 presents detailed information on the investigation process, covering such aspects of the investigation as receiving the report, searching the central registry, gaining entry to the home, placing a child in protective custody, gathering and evaluating evidence, interviewing parents and children, and facilitating the final disposition of the case. The trainees view a film on police and child protective service investigations entitled, "Investigating Reports of Child Abuse and Neglect" (CT-00025), and develop interviewing skills by participating in an interview role play. The program requires 15 hours to complete.

Occupational focus: law enforcement

CT-00039
American Humane Association, Denver, Colo. Children's Div.
Teaching Record in Child Protective Services. The Masterson Case. Neglected Children—Constructive Use of the Juvenile Court.
Denver, Colo., American Humane Association, 30 pp., date unknown
Purchase price: $1

A case record depicting the circumstances surrounding a welfare mother who is unable to care adequately for her teenage sons is presented. Casework combined with effective utilization of community resources is demonstrated. Chronic truancy, inadequate clothing, and inadequate parenting were observed by child protective service representatives. The eventual placement of the children on supervisory probation by the juvenile court and juvenile counseling by a psychiatrist has contributed to an improvement in attitudes and efforts toward more constructive lives.

Occupational focus: social work

CT-00040
American Humane Association, Denver, Colo. Children's Div.
Teaching Record in Child Protective Services. The Nancy Smith Case. Neglected Child—Unmarried Mother.
Denver, Colo., American Humane Association, 11 pp., date unknown
Purchase price: $1

An actual case record is provided to illustrate the protective service techniques in helping a physically and emotionally neglected child, who was born out of wedlock. The young, deprived mother was unable to maintain a stable family relationship. The caseworker was able to make the circumstances of the case clear to the mother by analyzing the mother's concept of life; as a result, the mother agreed to have her child placed for adoption.

Occupational focus: social work

CT-00041
Santa Clara County Probation Dept., San Jose., Calif.
Police Intervention into Family Crisis.
Coffey, A. R.
Santa Cruz, Calif., Davis Publishing Co., 186 pp., 1974
Purchase price: $7.25

Historically, the role of the police has implied involvement with family crises. Increased emphasis toward the resolution of family disturbances by police officers and the emergence of prevention as a primary goal have prompted a new approach to intervention. The dynamics of family systems and crisis situations are examined and the techniques for establishing effective communications between the law officer and the client are explained. Theories and techniques derived from behavioral science are applied; techniques elaborated upon include behavior modification, brief therapy, gestalt therapy, marriage counseling, problem mediation, psychodrama, psychotherapy, reality therapy, self-awareness, and transactional analysis. On the basis of the presented background information, the structure of a 5-part training program for police is outlined. Numerous references.

Occupational focus: law enforcement

CT-00042
American Humane Association, Denver, Colo. Children's Div.
Special Skills in Child Protective Services.
De Francis, V.
Denver, Colo. American Humane Association, 16 pp., 1958
Purchase Price: $0.15

The spectrum of basic skills necessary to child protective service workers includes proper attitudes, special approaches to confronting and dealing with resistance, a well-developed interpretive ability, good diagnostic skills, and a wide degree of flexibility in dealing with people. The application of such skills and other specialized functions carries into the court process, the intake process, the first interview, the home visit, and discussions of the complaint. A case illustration of child neglect details the process from the complaint to the final plan of action. Effective use of special skills is exemplified.

Occupational focus: social work

CT-00043
Georgia Univ., Athens. Regional Inst. of Social Welfare Research.
Child Protective Services. A Forum Conducted for Florida Department of Health and Rehabilitative Services, District 2.
Georgia Univ., Athens. Regional Inst. of Social Welfare Research, 39 pp.,
1976

The training outline for a workshop intended for child protection workers contains topics relevant to the assumptions and philosophy behind protective service action, responsibilities of the worker, the reporting law, parental and children's rights, intake process, contact and services, central registers, foster care, and the court. A table of developmental milestones, notes on crisis intervention, an awareness exercise, and fundamentals of telephone interviewing are appended. A bibliography developed for an abuse and neglect training curriculum is also included.

Occupational focus: social work

CT-00044
Georgia Univ., Athens. Regional Inst. of Social Welfare Research.
Child Protective Services. A Workshop Conducted for Georgia Department of Human Resources, District 8.
Georgia Univ., Athens. Regional Inst. of Social Welfare Research, 42 pp.,
1976

See abstract CT-00043.

CT-00045
Wisconsin Univ., Milwaukee. Center for Advanced Studies in Human Services.
All for the Cause and the Cause for Each. A Multidisciplinary Simulation of Community Programming for Child Abuse and Neglect.
Haeuser, A. A.
North American Simulation and Gaming Association 15th Annual Meeting, Raleigh, N.C., 41 pp.,
1976

A social simulation was developed, based on role play in a concrete task environment, to advocate and facilitate a community team approach to the problem of child abuse and neglect. The model role play provides each participant with objectives, resources, constraints, relationships to other players, role-related characteristics, and personality traits. Roles include a pediatrician, protective services supervisor, juvenile court judge, junior Women's Club president, mental health association president, and a planning federation director. The program is particularly useful to communities which desire to mount a multidisciplinary team effort against abuse and neglect; in addition, social work students may gain insight into the proper methods of case management. The role play is best suited for 6 actors, 6 role observers, and 3 group observers; approximately 1.5 hours are required. 25 references.

Occupational focus: social work, mental health, medicine, law enforcement, civic action

CT-00046
Hawaii Family Stress Center, Honolulu.
Dynamics of Child Abuse and Neglect. Instructor's Training Manual.
Naki, B.
Hawaii Family Stress Center, Honolulu, 192 pp.,
1976

This manual contains 5 teaching units which describe the profile of the abusive parent, differentially characterize the abused from the normal child, identify community resources which are useful to abusive families, and describe the role of the helping person in abuse and neglect cases. The manual was designed for a 7-week training program presented in a seminar-lecture format, utilizing audiovisual materials and guest lecturers from the community. An awareness level assessment test for each of the 5 major units of the course is incorporated to follow the progress of the student. Selected reading material, case study presentations, and role plays are utilized.

Occupational focus: social work, general

CT-00047
Howard Univ., Washington, D.C., Inst. for Urban Affairs and Research.
Child Abuse and Neglect Resource Center: Region 3. Training Manual.
Jefferson, C. A. (Editor).
Howard Univ., Washington, D.C., Inst. for Urban Affairs and Research, 287 pp.,
1976

A 7-part comprehensive training manual was developed for use by state welfare agencies in Federal Region III. The manual contains units on social values clarification, the dynamics of abusive parents, identification, legal aspects, crisis intervention, investigation, and treatment. Selected readings for educators and nurses are included along with a glossary of technical terms encountered in the abuse and neglect field. Extensive use of case reports, special questionnaires, and model roles is made.

Occupational focus: social work

CT-00048
InterAmerica Research Associates, Washington, D.C.
A National Conference on Child Abuse and Neglect for Selected Agencies Providing Services to Migrant Farmworker Families. Trainer's and Consultant's Curriculum Manual.
Aranda, R.
Prepared for: Office of Child Development (DHEW), Washington, D.C. Indian and Migrant Programs Div.,
1976

A nationwide curriculum designed to train agency personnel to handle cases of child abuse and neglect among migrant farmworkers is structured in outline form. Topics are listed in an agenda, accompanied by teaching modules. The teaching modules are subdivided into standardized units which cover the content, teaching process plus the participants involved, and objectives of the modules. The topics included in the curriculum encompass reviews of the general problem of abuse and neglect, roles and responsibilities of professionals, team approach to case management, use of central registers, treatment modalities, the life-style and circumstances of migrant farmworkers, entry of the client into the service delivery system, technical problems encountered, migrant social service agency models, and state service delivery models. Active considerations of technical problems on state perspectives, service delivery planning, development of recommendations, reporting out, and implementation of reporting plans are introduced. Selected readings and references to the literature are appended to each teaching module.

Occupational focus: social work

CT-00049
Kentucky Univ., Lexington. Coll. of Social Professionals.
Dealing With Child Abuse and Neglect.
Jones, M. P.
Kentucky Univ., Lexington. Coll. of Social Professionals., 82 pp.,
1975

A federal grant supporting workshops and discussions with supervisors and field workers in child protective services led to the development of this self-teaching manual. The manual addresses the functions of the social worker at every step of the protective service process and establishes the philosophical bases for protective service action. A general introduction of child abuse and neglect precedes chapters devoted to definitions, parental and children's rights in the perspective of state laws, receipt of the complaint, investigation of the complaint, assessment of the problem, case management, and placement of the child. 37 references.

Occupational focus: social work

CT-00050
National Center for Comprehensive Emergency Services to Children, Nashville, Tenn.
Comprehensive Emergency Services. Training Guide.
National Center for Comprehensive Services to Children, Nashville, Tenn., 236 pp.,
1976

The Comprehensive Emergency Services training manual was developed to teach individuals with a tenth to twelfth grade education to be a caretaker or homemaker and help train bachelor's level child protective service staff to assume specialized roles. The material is oriented toward meeting the emergency needs of families, as well as children, by developing an understanding of family crisis and its implications, encouraging the development of skills necessary for providing practical, tangible emergency services, and instilling the significance of coordinated and continuing service delivery. The manual is organized into sections containing (1) a unit for each of the service components, (2) suggested training modules, (3) training materials, and (4) an annotated bibliography. Each training module follows a format which contains objectives, materials, preparation, and procedure. Definitions of terms used throughout the manual and a list of resource organizations are appended. Transcripts of the sound tracks of 3 audiovisual presentations are included in the manual. Several role plays and a case example are integrated into the training program.

Occupational focus: social work

CT-00051
New Jersey State Div. of Youth and Family Services, Trenton.
A Manual of Staff Development and Training in Protective Services for Provider Agencies.
New Jersey State Div. of Youth and Family Services, Trenton, 168 pp.,
1975

The training program for protective service workers in New Jersey is outlined. Trainees are introduced to the problem of abuse and neglect and the characteristics of abused children as well as abusive parents. The role of the Division of Youth and Family Services, its relationship with other agencies, and interagency cooperation are explained. The legal aspects of protective services, which include discussions of the state requirements that affect service worker functions, are explained; recordkeeping, evidence collection, juvenile rights, and court disposition processes are included. The final chapters in the curriculum concentrate on treatment approaches, typical and atypical child development, and supportive-preventive approaches. Extensive use is made of supplemental reading materials drawn from the literature and numerous audiovisual materials.

Occupational focus: social work

CT-00052
Rutgers, The State Univ., Piscataway, N.J. Protective Services Resource Inst.
The Training Process.
Rutgers, The State Univ., Piscataway, N.J. Protective Services Resource Inst., 53 pp.,
1975

The Protective Services Resource Institute was created by enactment of the Child Abuse Prevention and Treatment Act (PL 93-247, S.1191) to provide training, technical assistance, and public information services to agencies in New Jersey, Puerto Rico, and the Virgin Islands. A program planner's guide includes outlines of major aspects of the Institute's operational bases. They include the criteria for training project selection, the needs assessment, planning procedures, the training program, training follow-up, and evaluation. The training program consists of 7 sessions which deal with general orientation, medical aspects of abuse, legal aspects, role and function of the Division of Youth and Family Services, human relations, community resources, summary, review, and group interaction.

Occupational focus: social work

CT-00053
Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research.
Child Abuse and Neglect: A Directory of Consultants and Trainers.
Wheaton, C.
Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research, 28 pp.,
1976

An annotated list of experts in the child abuse and neglect field is provided primarily for use in DHEW Region 3 (Delaware, Maryland, Pennsylvania, Virginia, West Virginia, and the District of Columbia) and the northeastern United States. Persons included in the directory have expressed a willingness to act as consultants or trainers in child abuse and neglect. Professionals from the fields of education, law, medicine, psychology, and social work are represented. Brief guidelines for establishing the need for a consultant, selecting a consultant, preparing for a consultant, and the importance of explaining expectations to the consultant are presented. The directory is intended for program administrators in all fields involving child abuse and neglect.

Occupational focus: general

MATERIALS NOT REVIEWED

FILMS

American Broadcasting Co., New York, N.Y.
Children: A Case of Neglect.
1974

American Broadcasting Co., New York, N.Y.
Children in Peril.
1972

American Journal of Nursing Co., New York, N.Y.
The Nurse and Child Abuse Protection.
date unknown

Brigham Young Univ., Provo, Utah.
Cipher in the Snow.
1973

California State Office of the Attorney General, Sacramento.
Child Abuse and the Police.
1974

Cavalcade Productions, Wheaton, Ill.
Don't Give Up on Me.
1975

Children's Memorial Hospital, Chicago, Ill.
The Child Beater.
1969

Indiana Univ., Bloomington, Ind.
The Battered Child.
1969

Indiana Univ., Bloomington, Ind.
Long View From a Dark Shadow.
1968

Mental Health Film Board, New York, N.Y.
The Neglected.
1965

Minnesota Dept. of Public Welfare, St. Paul.
Mr. D.
date unknown

Mitchell-Gebhardt Film Co., San Francisco, Calif.
Child Abuse: Cradle of Violence.
197t

National Broadcasting Co., New York, N.Y.
This Child is Rated X.
1971

National Center for Juvenile Justice, Pittsburgh, Pa.
Broken Bones/Broken Homes.
1974

National Medical Audiovisual Center, Atlanta, Ga.
The Battered Child. Parts I and II.
date unknown

Panel for Family Living, Tacoma, Wash.
Child Abuse: The Hidden Tragedy.
date unknown

Polymorph Films, Boston, Mass.
Adapting to Parenthood.
date unknown

Roche Laboratories/Association-Sterling Films, Dublin, Calif.
Second Chance.
date unknown

San Francisco State Univ., Calif.
The Battered Child—An Overview.
1968

San Francisco State Univ., Calif.
Conclusion—Other Children, Other Problems.
1968

San Francisco State Univ., Calif.
Gloria—A Case Study.
1968

San Francisco State Univ., Calif.
The Interaction of Agencies—Case Study of a Failure.
1968

San Francisco State Univ., Calif.
Non-Verbal Evidence.
1968

San Francisco State Univ., Calif.
Project 278, A Coordinated Research Program.
1968

San Francisco State Univ., Calif.
Punishment Is Not a Solution—Non-Punitive Intervention Program.
1968

San Francisco State Univ., Calif.
Types of Therapy and Types of Therapists.
1968

San Francisco State Univ., Calif.
Who Are the Abusers, Typology of Abusing Parents.
date unknown

San Francisco State Univ., Calif.
Who Are the Parents?
1968

Video Nursing, Inc., Evanston, Ill.
The Abused Child.
1967

Wilson, A. L.
Help the Parent, Help the Child.
date unknown

Wilson, A. L.
Treating Child Abuse.
date unknown

SLIDES-TAPES

College of American Pathologists, Skokie, Ill.
Child Abuse.
1975

Education Professionals Development Consortium C, Houston, Tex.
Lift a Finger.
1975

Joy Child Presentations, Santa Cruz, Calif.
Sometimes I Feel Like a Motherless Child.
1975

Michigan Univ., Ann Arbor. Towsley Center for Continuing Medical Education.
Child Abuse.
date unknown

Minnesota Univ., Minneapolis.
Ages and Stages.
date unknown

Minnesota Univ., Minneapolis.
Are You Listening?
date unknown

Minnesota Univ., Minneapolis.
Childhood at Risk.
date unknown

Minnesota Univ., Minneapolis.
Hurray for Me!
date unknown

Minnesota Univ., Minneapolis.
If the Bough Breaks.
date unknown

Minnesota Univ., Minneapolis.
She Was Always Hugging Me.
date unknown

National Center for the Prevention and Treatment of Child Abuse and Neglect, Denver, Colo.
Diagnosis of Child Abuse and Neglect Via Physical Findings.
date unknown

Texas State Dept. of Public Welfare, Austin, Tex.
Children in Danger.
date unknown

Texas State Dept. of Public Welfare, Austin, Tex.
Police File: Victimized Children.
1975

Texas State Dept. of Public Welfare, Austin, Tex.
A Special Kind of Patient.
1974

Texas State Dept. of Public Welfare, Austin, Tex.
We the People.
1976

Trainex Corp., Garden Grove, Calif.
Battered Child Syndrome.
date unknown

Utah State Div. of Family Services, Salt Lake City, Utah.
Children Without Voices.
1972

VIDEO MATERIALS

Barry Coll., Miami, Fla. School of Social Work.
The Case Goes to Court.
date unknown

Barry Coll., Miami, Fla. School of Social Work.
Child Abuse: An Overview.
date unknown

Barry Coll., Miami, Fla. School of Social Work.
An Initial Interview with Abusing Parents.
date unknown

Barry Coll., Miami, Fla. School of Social Work.
Interviewing.
date unknown

Barry Coll., Miami, Fla. School of Social Work.
The Natural Family—An Underutilized Resource.
date unknown

Barry Coll., Miami, Fla. School of Social Work.
The Role of the Foster Family in the Child Welfare System.
date unknown

Barry Coll., Miami, Fla. School of Social Work.
Separation as Related to Child Welfare Services.
date unknown

Barry Coll., Miami, Fla. School of Social Work.
Talking With Children.
date unknown

Barry Coll., Miami, Fla. School of Social Work.
Treatment Approaches With the Abusive Parent.
date unknown

Brigham Young Univ., Provo, Utah.
Cipher in the Snow.
1973

California Univ., Davis.
Child Abuse.
date unknown

California Univ., Davis.
Mother of Eight.
date unknown

Dallas-Tarrant County Mental Health Association, Tex.
Dallas-Fort Worth Child Abuse Conference, I-V.
date unknown

H.E.L.P. Resource Project, Baltimore, Md.
Juvenile Law Seminar, Part II.
date unknown

H.E.L.P. Resource Project, Baltimore, Md.
Child Abuse—A Community Problem.
date unknown

H.E.L.P. Resource Project, Baltimore, Md.
Discipline vs. Abuse.
date unknown

H.E.L.P. Resource Project, Baltimore, Md.
Juvenile Law Seminar, Part I.
date unknown

Iowa Univ., Iowa City.
The Child Abuse and Neglect Treatment Team.
1975

Iowa Univ., Iowa City.
The Incidence and Dynamics of Child Abuse.
1975

Iowa Univ., Iowa City.
Introduction and History of Medical Aspects of Child Abuse and Neglect.
1975

Iowa Univ., Iowa City.
The Medical Diagnosis of Child Abuse—Part I.
1975

Iowa Univ., Iowa City.
The Medical Diagnosis of Child Abuse—Part II.
date unknown

Iowa Univ., Iowa City.
The "New York Study" of Child Abuse.
1975

Iowa Univ., Iowa City.
Prevention of Child Abuse and Neglect Is the Key Note.
1975

Iowa Univ., Iowa City.
The Spectrum of Child Abuse Cases.
1975

Iowa Univ., Iowa City.
Two Theoretical Models for Explaining Child Abuse and Neglect.
1975

Kentucky Univ., Lexington.
Helping the Worker to Identify the Problems of Child Abuse and Neglect.
1975

KING-TV, Seattle, Wash.
Evergreen Express.
1974

Missouri Univ., Columbia.
Basic Law Relating to Child Abuse in Missouri.
1975

Missouri Univ., Columbia.
A Brighter Tomorrow (Interpretation to Referral Sources).
1975

Missouri Univ., Columbia.
Communications and Relationships.
1975

Missouri Univ., Columbia.
Community Interpretation to the General Public.
1975

Missouri Univ., Columbia.
Criminal Court Procedures.
1975

Missouri Univ., Columbia.
Interpretation to Parents—Organizing in One County.
1975

Missouri Univ., Columbia.
Juvenile Court Procedures.
1975

Missouri Univ., Columbia.
The Puzzle.
1975

Missouri Univ., Columbia.
The Roles and Responsibilities of the Missouri Division of Family Services (in Child Abuse and Neglect).
1975

National Center for the Prevention and Treatment of Child Abuse and Neglect, Denver, Colo.
Acute Phase, Pediatric.
date unknown

National Center for the Prevention and Treatment of Child Abuse and Neglect, Denver, Colo.
Acute Phase, Social Worker.
date unknown.

National Center for the Prevention and Treatment of Child Abuse and Neglect, Denver, Colo.
Dispositional Conference.
date unknown.

National Center for the Prevention and Treatment of Child Abuse and Neglect, Denver, Colo.
Families Anonymous.
date unknown

National Center for the Prevention and Treatment of Child Abuse and Neglect, Denver, Colo.
Lay Therapy (Parent Aide).
date unknown

National Center for the Prevention and Treatment of Child Abuse and Neglect, Denver, Colo.
Pediatric Grand Rounds—A Case of Child Abuse.
date unknown

National Center for the Prevention and Treatment of Child Abuse and Neglect, Denver, Colo.
Psychiatric Diagnosis.
date unknown

National Center for the Prevention and Treatment of Child Abuse and Neglect, Denver, Colo.
Role of the Juvenile Court Judge.
date unknown

Network for Continuing Medical Education, New York, N.Y.
Management of the Battered Child Syndrome.
date unknown

New Orleans Child Protection Center, La.
Maltreatment Syndrome.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
Foster Parent and Abusive Parent—A Loving Confrontation.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
From the Inside Out.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
A Village for Abused Children.
1975

San Francisco State Univ., Calif.
The Battered Child—An Overview.
1968

San Francisco State Univ., Calif.
Conclusion—Other Children, Other Problems.
1968

San Francisco State Univ., Calif.
Gloria—A Case Study.
1968

San Francisco State Univ., Calif.
The Interaction of Agencies—Case Study of a Failure.
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San Francisco State Univ., Calif.
Non-Verbal Evidence.
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San Francisco State Univ., Calif.
Project 278, A Coordinated Research Program.
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San Francisco State Univ., Calif.
Punishment Is Not a Solution—Non-Punitive Intervention Program.
1968

San Francisco State Univ., Calif.
Types of Therapy and Types of Therapists.
1968

San Francisco State Univ., Calif.
Who Are the Abusers, Typology of Abusing Parents.
date unknown

San Francisco State Univ., Calif.
Who Are the Parents?
1968

SCAN Center, Spokane, Wash.
SCAN Center, Spokane, Washington.
1975

Texas State Dept. of Public Welfare, Austin.
Abusive Parents.
date unknown

Texas State Dept. of Public Welfare, Austin.
Child Protective Services.
date unknown

Texas State Dept. of Public Welfare, Austin.
De Francis on Child Abuse.
1974

Texas State Dept. of Public Welfare, Austin.
Sexual Abuse of Children.
date unknown

Texas State Dept. of Public Welfare, Austin.
What Is Child Abuse?
date unknown

Texas Univ., Austin. Center for Social Work Research.
Practical Child Rearing.
date unknown

Texas Univ., Austin. Center for Social Work Research.
Social Group With Abusive and Neglectful Families.
date unknown

Texas Univ., Austin. Center for Social Work Research.
Research, Social Political Issues, and Intervention Related to Children at Risk: A Personal View.
date unknown

Texas Univ., Austin. Center for Social Work Research.
Task Centered Casework: Implications for Protective Services.
date unknown

Washington Univ., Seattle.
Basic Counseling Skills.
1975

Washington Univ., Seattle.
Child Management.
1975

Washington Univ., Seattle.
Intervention Skills.
1975

Washington Univ., Seattle.
Stimulus Tapes–Child Abuse.
1975

Washington Univ., Seattle.
Training.
1975

Washington Univ., Seattle.
Using Television in Training.
1975

Wayne State Univ., Detroit, Mich.
Crisis Intervention and Critical Incident Handling.
date unknown

Wayne State Univ., Detroit, Mich.
Early Prevention, Screening, Diagnosis, and Tests.
date unknown

Wayne State Univ., Detroit, Mich.
Foster Parent Training Project.
date unknown

Wayne State Univ., Detroit, Mich.
Protective Service Training Project.
date unknown

WBRA-TV, Roanoke, Va.
The Crying Need.
1974

AUDIO MATERIALS

Lafayette Recording Co., Calif.
Crisis Call/Follow-up Call.
date unknown

Metabasis Productions, Madison, Wis.
Only the Tip of the Iceberg.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
The Abused Child and Foster Care.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
Child Abuse—The New Look in Police Work.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
How Does a Practitioner Decide If It's Child Abuse?
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
A Judge's View of Child Abuse.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
Legal Workshop.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
Mobilizing the Professional and Lay Communities Through Training.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
Parents Anonymous National Conference on Child Abuse—I.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
Parents Anonymous National Conference on Child Abuse—II.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
Prevention and a Loving Hand to Abused Families.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
Telling It Like It is.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
A Village for Abused Children.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
What to Do for the Abused Child.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
What's Happening in Public Social Services.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
Who Are the Child Abusers?
1975

Rutgers, The State Univ., Piscataway, N.J. Protective Services Resource Inst.
Abusive Parents Speak.
date unknown

Sigma Information Inc., Teaneck, N.J.
Day Care Centers and Problems in Early Childhood Development—Third to Fifth Years of Life, Psychopathology, Part II. Abused Children and Day Care Centers.
1974

TRAINING PACKAGES

Helfer, R. E.
A Self-Instructional Program on Child Abuse and Neglect.
1974

Idaho State Dept. of Health and Welfare, Boise.
Interagency Child Welfare Training Package on Child Abuse and Neglect.
date unknown

Lansford Publishing Co., San Jose, Calif.
Child Abuse: Causes and Prevention.
date unknown

Management Concepts, Nashville, Tenn.; Comprehensive Emergency Services, Nashville, Tenn.
Comprehensive Emergency Services Training.
1974

Medcom, Inc., New York, N.Y.
The Battered Child Syndrome.
1971

Michigan Univ., Ann Arbor. School of Social Work.
Child Welfare Learning Modules.
date unknown

National Inst. of Mental Health (DHEW), Rockville, Md.
Focus: Child Abuse and Neglect.
1976

New York Foundling Hospital, N.Y. Special Services for Children.
Community Education Programs for Early Screening and Detection of Child Abuse and Neglect.
1975

Trikon Productions, La Jolla, Calif.
Family Aides to Battering Parents Training Package.
1973

PRINTED MATERIALS

Georgia State Dept. of Human Resources, Atlanta.
Social Caseworker in Georgia Juvenile Courts —A Reference Handbook for Protective Service Caseworkers.
1972

Humanics Press, Atlanta, Ga.
Assessing Staff Development Needs.
1973

Humanics Press, Atlanta, Ga.
Parents and Teachers.
1974

International Association of Chiefs of Police, Gaithersburg, Md.
Child Abuse: Training Key #207.
1974

International Association of Chiefs of Police, Gaithersburg, Md.
The Child Molester: Training Key #87.
1967

International Association of Chiefs of Police, Gaithersburg, Md.
Crisis Intervention: Training Key #209.
1974

International Association of Chiefs of Police, Gaithersburg, Md.
Interviewing the Child Sex Victim: Training Key #224.
1975

International Association of Chiefs of Police, Gaithersburg, Md.
Sudden Infant Death Syndrome: Training Key #208.
1974

Michigan Univ., Ann Arbor. Inst. for Social Research.
Training for Change Agents.
1973

Montgomery County Public Schools, Rockville, Md. Project Protection.
A Policy Statement on Child Abuse and Child Neglect.
1974

Montgomery County Public Schools, Rockville, Md. Project Protection.
Proceedings: Project Protection Child Abuse and Neglect Conference and Workshops.
1974

New York City Police Dept., New York.
New York City Police Department, Decentralized Training Unit.
1974

NTL Learning Resources Corp., Fairfax, Calif.
Exercises for Trainers.
1972

NTL Learning Resources Corp., Fairfax, Calif.
Group Development.
1961

NTL Learning Resources Corp., Fairfax, Calif.
Handbook of Staff Development and Human Relations Training.
1967

NTL Learning Resources Corp., Fairfax, Calif.
Issues in Training.
1962

NTL Learning Resources Corp., Fairfax, Calif.
A Problem Solving Program.
1969

NTL Learning Resources Corp., Fairfax, Calif.
Selections From Human Relations Training News.
1969

NTL Learning Resources Corp., Fairfax, Calif.
Twenty Exercises for the Classroom.
1972

Outpost-Parents Helpline, Milwaukee, Wis.
Outpost-Parents Helpline Volunteer Handbook.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
Parents Anonymous: Chairperson-Sponsor Manual.
1975

Parents Anonymous, Inc., Redondo Beach, Calif.
Parents Anonymous: Public Information Pamphlets.
date unknown

University Associates, Inc., La Jolla, Calif.
A Handbook of Structured Experiences for Human Relations. Training, Vols. I-V.
1975

Urban and Rural Systems Associates, San Francisco, Calif.
The Planning Game.
1973

GPO 915-161